

Proceedings of the Iowa Academy of Science

Volume 40 | Annual Issue

Article 99

1933

Class Participation as a Class Room Activity

J. E. Evans

Iowa State College

Copyright ©1933 Iowa Academy of Science, Inc.

Follow this and additional works at: <https://scholarworks.uni.edu/pias>

Recommended Citation

Evans, J. E. (1933) "Class Participation as a Class Room Activity," *Proceedings of the Iowa Academy of Science*, 40(1), 186-187.

Available at: <https://scholarworks.uni.edu/pias/vol40/iss1/99>

This Research is brought to you for free and open access by the Iowa Academy of Science at UNI ScholarWorks. It has been accepted for inclusion in Proceedings of the Iowa Academy of Science by an authorized editor of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

CLASS PARTICIPATION AS A CLASS ROOM
ACTIVITY¹

J. E. EVANS

This scheme of teaching attempts to make the student the most active person in the class room. The students in this course were seniors and graduate students.

In this particular course a text book, about 30 books on special reserve in the library, a work-book, an assignment sheet, an outline of each topic presented, a mimeographed copy of each report presented in the class, a rating scale for students, and accessory illustrative material were used.

On the first day of the term all assignments were made. Twelve prominent, or outstanding topics in the course were presented to the class by title. Some of these subjects were more significant than others. The class was divided into committees of two to five persons each on the basis of choice of subjects. Each of these subjects was scheduled and was reported at a certain period according to schedule.

Each committee was required to present an outline of the subject and the first five periods of the term were given for preparing the outline, and interviews with the instructor. Before beginning the preparation of the formal report the committee had a conference with the instructor and the outline was approved before work on the report was started. All reports were required to be completed before the middle of the term and handed in to the instructor for inspection.

The work in the class room was built up around the reports presented by all members of the committee at the assigned period. Following the report there was discussion by students and instructor.

All examinations were based on the content of the text, the work-book, the reports, and the thirty books on reserve. Fifty-nine chapters were assigned in the books.

Each student was rated by members of the class as his report was presented. Rating was on content, organization, and presentation. The average of these ratings was added to the final grade of each student.

All students expressed themselves in favor of this method. They favored the library work, and commented on the fact that more than one point of view was presented in class. The students stated that the formulation of an outline, the preparation of a report,

¹ Presented at the meeting of Iowa Academy of Science, April, 1932, Cedar Falls, Ia.

and the experience of presenting the report in class was a valuable experience. The students rated the instructor more favorably on a rating scale for instructors than similar classes using a different method had rated him. On comprehensive examinations the students made higher grades than similar classes using ordinary class room methods.

DEPARTMENT OF PSYCHOLOGY.

IOWA STATE COLLEGE,
AMES, IOWA.

THE PSYCHOLOGY OF A PSYCHOLOGIST¹

CHRISTIAN A. RUCKMICK

In the last analysis, psychology is to be defined in terms of the professional activities of a psychologist. As in the case of other sciences, psychology may also be delimited in terms of the things it deals with. All sciences, however, have become so broad in their scope that they overlap, and the classification as regards their particular fields and their devotees can only be approximately circumscribed. To leave experience or its historical equivalent, mental process and function, out of the picture would be to resign from the commission originally given to psychology. For this reason the writer can not agree with Boring in his recent effort to translate mind into body, nor with any attempt to restrict description to explicit and implicit response. Nor is it worth while to argue the question of causal relationship in terms of agency.

Body becomes the most immediate neighbor of mind. Next to this neighbor is another neighbor, stimulus. These are merely transitional removes but they are distinctly separate entities and from scientific angles, organic wholes.

DEPARTMENT OF PSYCHOLOGY,

STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA.

RADIO BROADCASTING VS. LECTURING IN PSYCHOLOGY; PRELIMINARY INVESTIGATION¹

HAROLD V. GASKILL

Two twenty-four minute talks on Psychology and Athletics were broadcast, and, given directly to groups of college students — all students in the experimenter's classes in psychology. Objective

¹ Presented at the meeting of Iowa Academy of Science, April, 1932, Cedar Falls, Ia.
<https://scholarworks.uni.edu/pias/vol40/iss1/99>